

**THE INFLUENCE OF USING STORY WRITING MAP  
STRATEGY TOWARD STUDENTS' WRITING ABILITY IN  
NARRATIVE TEXT AT THE TENTH GRADE OF MA AL-  
MUSLIM NURUL HIDAYAH PEMATANG AWI  
(PESAWARAN) AT SECOND SEMESTER IN THE  
ACADEMIC YEAR OF 2020/2021**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1  
Degree**

**By**

**ARIYAH**

**NPM. 1611040256**

**Study Program: English Education**

**Advisor : Meisuri, M.Pd**

**Co-Advisor : Septa Aryanika, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG 2020/2021**

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**TARBIYYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2020/2021**

## ABSTRACT

The purpose of this research is to know whether there is a significant influence of story writing map strategy towards students' writing ability in narrative text at the second semester of the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the academic year 2021/2022. Writing ability on narrative text is an ability to organize ideas in which the writer was demanded to perform creativity in using language ability to produce a written product about legend, history, fantasy, fable, and etc.

The research methodology used quasi-experimental design. The sample of this research was chosen by using cluster random sampling. There were two classes as the sample of this research, X 1 as the experimental class and X 2 as the control class. In collecting the data, the researcher used pre-test and post-test as the instrument. The pre-test was conducted before the researcher applied the treatment in the class and the post-test was conducted after the researcher applied the treatment in the class. The instrument of this research was a writing test. After conducting the pre-test and post-test, the researcher analyzed the data using SPSS Statistic 25 to analyze the data.

From the data analysis, it was found out that result of Sig (2-tailed) was 0.000 means  $H_0$  was rejected and  $H_a$  was accepted because Sig. was above 0.05. It is concluded that there is a significant influence of story writing map towards students' writing ability in narrative text at the Second Semester of the Tenth Grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in academic year 2020/2021.

**Key Words:** *Story Writing Map, Narrative Text, Quasi-Experimental Design, Writing Ability.*

## DECLARATION

The researcher hereby states this thesis under title “The influence of Using Story Writing Map Strategy towards Students’ Writing Ability in Narrative Text at the Second Semester of the Tenth Grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran)”. Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers’ opinion or research findings included in the thesis are quoted or cited in accordance with the ethical standards.

Bandar Lampung, 30 April 2021

The Researcher,



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A research proposal entitled: **The Influence of Using Story Writing Map Strategy toward Students' Writing Ability in Narrative Text at the Tenth Grade of MA AL-Muslim Nurul Hidayah Pematang Awi (Pesawaran) At Second Semester in the Academic Year of 2020/2021**, by: **Ariyah, NPM: 1611040256**, Study Program: **English Education** was tested and defended in the examination session held on: **Thursday, November 18<sup>th</sup> 2021**.

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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ  
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

*“Call unto the way of the lord with wisdom and fair exhortation, and reason with them in the better way. Truly, your Lord knows best who has gone astray from his path, and he is the best aware of those who are guided”. (QS. An-Nahl: 125).<sup>1</sup>*



---

<sup>1</sup> Departemen Agama RI, *Al-Quran Dan Terjemahnya*, CV Penerbit Diponegoro, 2006, hlm. 224

## DEDICATION

All praise to Allah for His abundant blessing to me, and from the deepest of my heart, I would like to dedicate this thesis sincerely to:

1. My beloved parents: Mr. Arsudin, Mrs. Herni who always loves me and keeps on praying for my life and success. Thanks for all the motivation and support.
2. My beloved grandmother: Mrs. Saenah and Mrs. Warisah who always give me support and praying for finishing this thesis.
3. My beloved brother: Deden Nasuha, who always give me love and support for finishing this thesis.
4. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have contributed a lot for my self-development.





## **CURRICULUM VITAE**

The name of the researcher is Ariyah. Her nickname is Ariyah. She was born on June, 16<sup>th</sup> 1997 in Way Awi Pesawaran. She is the daughter of the couple Mr. Arsudin and Mrs. Herni. She has a brother his name is Deden Nasuha.

In her academic background, she accomplished her formal education at Elementary School at Madrasah Ibtidaiyah Nurul Iman Pematang Awi (Pesawaran) in 2003 and graduated in 2009. After that she continued her school at Junior High School at Madrasah Tsanawiyah Nurul Iman Pematang Awi (Pesawaran) and finished in 2012 then she continued her school at SMA N 1 Punduh Pedada and finished in 2015. In the next year that is in 2016, she was accepted in UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.

In the seventh semester, the researcher had her Student Study Service (KKN) in Malang Sari, Tanjung sari, Lampung Selatan. After having KKN, she had her Field Teacher Training (PPL) in SMK N 05 Bandar Lampung.



**The Researcher**

**Ariyah**

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This thesis entitled “The Influence of Using Story Writing Map Strategy towards Students’ Writing Ability in Narrative Text at the Second Semester of the Tenth Grade at MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the Academic Year 2021/2022” is presented as primary requirements for S1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. However, this thesis would not have been completed without the support, aid, guidance, help, advice, and encouragement of countless people. The researcher wishes to give the gratitude and appreciation mainly to:

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2. Meisuri, M.Pd head of English Study Program at UIN Raden Intan Lampung, and the first Advisor, who has patiently guided and directed the researcher for the completion of this thesis as well.
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7. All students of X1 and X2 of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the tenth grade who have participated in this research.
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Bandar Lampung, 30 April 2021  
The Researcher,

Ariyah  
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# CHAPTER 1

## INTRODUCTION

### A. Background of The Problem

Humans using language to communicate with other people, there are many languages in the world; one of them is the English language. Many countries in the world use English as a foreign or second language and many countries apply English as a subject into their education. In English, there are four types of skills, namely listening, speaking, reading, and writing. And writing is a skill that is arguably the most complicated, because if we are not trained, it was difficult for us to write in English.

Talking about writing, writing is one of the four skills in English. Writing has an important role in the language learning process. Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing can be said as a process of giving and putting an idea or message into words. In short, success in writing depends on how much the readers can understand what the writer means. So, to be a good writer is not easy because a writer must pay attention to the principal purpose of writing and also must consider the aspects of writing in his writing.

In learning English as a foreign language, writing is categorized as one of the hardest and difficult skills because it requires grammatical accuracy, punctuation, capitalization, spelling, and vocabulary. Writing in it is broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again as often as time will allow and patience will endure).<sup>1</sup> According to David Nunan he said, "Writing is the physical and mental activity".<sup>2</sup> It is mean that at the most basic level, writing is the physical act of committing words or ideas to some medium,

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<sup>1</sup> Kane, Thomas S. *The Oxford Essential Guide to Writing*. (New York : Barkley Books, 2000), P. 25

<sup>2</sup> David Nunan, *Practical English Teaching*. (America: McGraw Hill Companies, 2003), p. 88

whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

In learning writing, students may have difficulties in learning it. Based on the preliminary research in MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran), the researcher conducted an interviewed the English teacher there<sup>3</sup>. The teacher's name is Mrs. Novita Linda, S.Pd, the researcher found that the learning process carried out mostly still uses conventional learning, namely expository learning or lecture method. Learning activities in the classroom are only centered on educators so that as a result students often find it difficult to learn English, even some students feel bored during the teaching and learning process in class. And students spelling, students understanding still low too, it is found that the students have difficulty in writing English.

The researcher also asked the teacher about the students' English ability especially in writing narrative text. The researcher got that more than 60% of students in the tenth grade did not pass the minimum achievement criteria that the teacher expected. It is displayed in Table 1.

**Table 1**

**The Students' Score of Writing at the Tenth Grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) at the Second Semester in Academic Year of 2020/2021**

| No    | Score     | The Number of Students | Percentage |
|-------|-----------|------------------------|------------|
| 1.    | $\geq 70$ | 9                      | 29,0%      |
| 2.    | $< 70$    | 22                     | 71.0%      |
| Total |           | 31                     | 100%       |

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<sup>3</sup>Novita Linda, *Interview the English Teacher*, (MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran)), March 09<sup>st</sup>, 2020, unpublished.

From the table above, the total number of students in the failed category is higher than the passed category. There are 22 students in the failed category and 9 students in the passed category. It can be inferred that the achievement of the students in learning writing ability is low because the criteria of minimum mastery (KKM) in MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) is 70. The learning outcomes of students based on reality in the field are still low when seen from the list of test scores for the conceptual understanding ability test at the time of pre-research. The story writing map strategy is expected to be able to help students and educators to improve students understanding of concepts so that it affects English learning in students writing skills.

The English teacher in MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) used a feedback strategy to teach the students in the class. This strategy is not interesting for students in learning English writing, because this strategy make students boring and the students find the difficulties to express their idea in making narrative text. In this strategy, the teacher and students must talk more actively to make the teaching-learning process was effective. The effectiveness of the students in the teaching-learning process was very important in this strategy. Considering those problems and the need to help students to overcome those problems, the strategy was the teacher use teacher should create and think of an effective way to motivate and stimulate students in order they can be more excited in following the learning process in the classroom. A story writing map can help students to motivate them in writing. This strategy could be effective in the prewriting stage of the writing process. Those story components are setting, character, problem, and resolution.<sup>4</sup> Story writing map strategy can help the students explore their creativity, students can enjoy the teaching-learning process.

To overcome the problem, the teacher should use the ultimate strategy in teaching writing. The strategy may help the students explores their creativity and learning process to be more fun.

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<sup>4</sup> Tori Boulliane, et al., *Use Story Mapping to increase Students Grammar Text Comprehension in Elementary with Learning Disabilities*, (Learning Disability Quarterly Journal, vol.27, 2004), p. 3.



There is some previous research related to this research, the first research was conducted by Lubis, entitled “The Effect of Story Mapping Strategy on Students’ Achievement in Writing Narrative Text (An Experimental Study at the X Grade Students of MAN Penyabungan 2018/2019 Academic Year)”. The purpose of his research it could be concluded this study aims to determine whether there is a significant effect of the story writing map strategy on students’ achievement in writing narrative text in the tenth grade of MAN penyabungan. This research uses an experimental research design; one group pre-test post-test design. The study population consisted of 264 tenth-grade students. The sampling technique used in this study was simple systematic sampling and the sample size consisted of 38 students. In data collection, the reseacher uses observation sheets to collect data from the application of story writing map strategies and tests to capture data about students’ achievement in narrative text. Researchers use statistical processes in data analysis, namely the t-test formula. Based on the data that has been analyzed, the results of data analysis show that the t count is greater than the t table ( $t \text{ count } 13.37 > t \text{ table } 2.03$ ), and the hypothesis is accepted. This means that there is a significant effect of the story writing map strategy on students’ achievement in writing narrative text in the tenth grade of MAN penyabungan<sup>5</sup>.

The second research was conducted by Annisa “Using Story Mapping to Teach Students Writing Ability of Narrative Text”. The purpose of her research reported that based on the results and the interpretation of the data, it could be concluded that the result of the t-test formula to test the hypothesis of the research supported the effectiveness of using story writing map to teach students’ writing ability of narrative text. It means of research problem was proven that there was a significant difference between students’ achievement in writing narrative text which was taught using story writing map without using story mapping. From the previous description, the

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<sup>5</sup> Wildan Iskandar Lubis, Gabby Maureen Pricilia and Roniko Ilham Amid in journal “*The Effect of Story Mapping Strategy on Students’ Achievement in Writing Narrative Text (An Experimental Study at the X Grade Students of MAN Penyabungan 2018/2019 Academic Year)*”. (Jurnal Liner, Institut Pendidikan Tapanuli Selatan : Vol. 3. No. 2, 2020) P. 102

answer to the research problem was proven that there is a significant difference between students' achievement in writing narrative text by using story writing map. The story writing map technique also could overcome students' difficulties in writing narrative text. To sum up, a story writing map is generally effective and applicable to teach students' writing ability of narrative text at the eleventh grade of SMAN 90 Jakarta.<sup>6</sup>

In addition, another research conducted by Ridho "The Influence of Using Story Mapping Toward Students' Writing Ability in Recount Text", the purpose of his research is the researcher using story writing map strategy to improve students' writing ability in Recount text, by using observation sheet, interview guide, and test, it was found that 68,8 % of the students had been successfully improving their writing ability. The students are more interested and motivate in writing. Thus, it can be concluded that a story writing map is an attractive way to motivated students in narrative text.<sup>7</sup>

In the third previous research above, all of them used the same strategy namely story writing map strategy. However, the subject of the study is the same and one different, first research by Lubis focus on the significant effect of the story mapping strategy on students' achievement in writing narrative text. The second, research by Annisa focuses on how to using story mapping to teach students writing ability of narrative text, and the third research by Ridho focuses on using story mapping to improve students writing ability in recount text.

Based on the background of the problem above, the researcher is interested to do research under the title "The Influence of Using Story Writing Map Strategy toward Students Writing Ability in Narrative Text at the second semester of the tenth grade of MA Al-Muslim

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<sup>6</sup>Annisa Purwaning Sayekti, *Using Story Mapping to Teach Students Writing Ability of Narrative Text.*( Jakarta : Syarif Hidayatullah State Islamic University, 2014), P. 156

<sup>7</sup> Ridho Agung Bharwantona, *The Influence of Using Story Mapping Toward Students' Writing Ability in Recount Text* ( Lampung : Universitas Islam Negeri Raden Intan Lampung, 2018) , P.102

Nurul Hidayah Pematang Awi (Pesawaran) in the academic year of 2020/2021”

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher summarizes the problem as follows:

1. Most students still get some difficulties in expressing their idea as they write.
2. Students’ interest in writing is still low.
3. Students have low motivation in writing, they are confused to start their writing, and students’ spelling is still low.
4. The strategy that teacher used in teaching writing is less interesting for students.

## **C. Limitation of the Problem**

Based on the identification of the problem, the researcher will be limited to the problem of the influence of using a story writing map toward students’ writing ability in the narrative text at the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran).

## **D. Formulation of The Problem**

Based on the identification and limitation of the problem above, the researcher would like to formulate the following problem: Is there any Influence of using story writing map strategy toward students writing ability in the narrative text at the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) at second semester in the Academic Year of 2020/2021?

## **E. The Objective of The Research**

Related to the formulation of the problem, the objective of the research was to find out whether or not there was a significant

influence of using story writing map strategy toward students' ability to write narrative text at the second semester of the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the academic year 2020/2021.

## **F. Significance of The Research**

The researcher expected that there were some significance of the research as follows:

### **1. Theoretically**

The researcher expected that the result of this research was to get valuable information for the English teachers about The Influence of Using Story Map Students toward Writing Ability in Narrative Text.

### **2. Practically**

#### **a. For The Teacher**

The research Expected to Inform English teacher that Story Writing Map Strategy is effective to be used in the learning process, especially in teaching writing skills.

#### **b. For The Students**

This research is hope the students to get new experience and can make the students easy to understand the lesson. This research can motivate the students to improve their writing ability.

#### **c. For the Researcher**

It is hoped this study can be an inspiration for other researchers and the result of this research was useful to improve the knowledge of the other lesson teachers about teaching by using Story Writing Map Strategy in writing ability.



## **G. Scope of The Research**

The scope of the research is as follows:

### **1. Subject of The Research**

The subject of this research is the students in the Tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the Academic Year of 2020/2021.

### **2. Object of The Research**

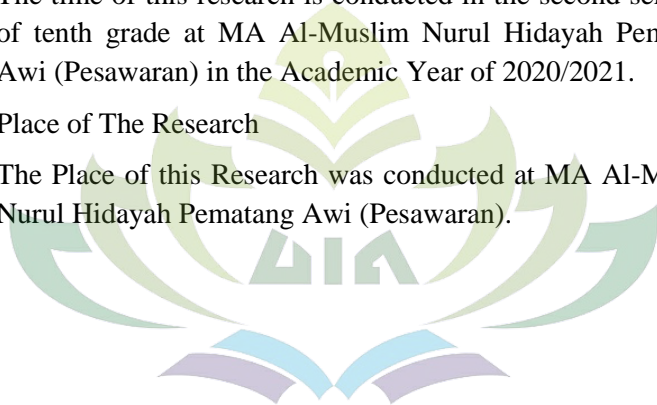
The Object of this research is the influence of using a story map strategy toward students' writing ability in narrative text.

### **3. Time of the Research**

The time of this research is conducted in the second semester of tenth grade at MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the Academic Year of 2020/2021.

### **4. Place of The Research**

The Place of this Research was conducted at MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Writing

##### 1. Definition of Writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in school. It is because students have to produce a text by using English correctly according to grammatical correctness. The students have to write what they think in their mind and state it on paper by using the correct procedure, in narrative text for instance. Writing also needs series of practices to develop this skill. It cannot be achieved in one-time learning only.

Writing is a way to produce language and express ideas, feelings, and opinions<sup>8</sup>. And writing involves planning what we are going to write<sup>9</sup>. The first is drafting. Next is reviewing and editing what we have written and produced a final version. Writing is a form of problem-solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of the readers and efficiently communicates the authors' messages<sup>10</sup>.

Writing is treated as a process.<sup>11</sup> It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written

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<sup>8</sup> Jeremy Harmer, *How to teach Writing*. (Edinburgh Gate: Person Education Limited, 2004), P.31

<sup>9</sup> Jeremy Harmer, *The practice of English Language Teaching*. (London: Longman, 2001), p. 13

<sup>10</sup> Hamp-Lyons, *Study Writing: a course in writing skill for academic purposes* 2<sup>nd</sup> ed; 6<sup>th</sup> print. (Cambridge (etc): Cambridge University Press, 2006P, p. 11

<sup>11</sup> Jhon Langan, *College Writing Skill with Readings (Fifth Edition)*. (New Jersey: McGraw Hill Education, 1985), p. 14

and made changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

According to David Nunan, he said, “Writing is the physical and mental activity”.<sup>12</sup> It is mean that at the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

Writing is a process in which people can explore and discover their thoughts and ideas in written form.<sup>13</sup> Therefore, writing can be said as a process of giving and putting an idea or message into words. In short, success in writing depends on how much the readers can understand what the writers mean. So, to be a good writer is not easy because a writer must pay attention to the principal purpose of writing and also must consider the aspects of writing in his writing. This means that a person can write because he's skilled and strong-willed to practice writing with pouring ideas, ideas that he has through his writing. Therefore, understanding the writing skills are skills that come by and are owned by a person after going through the training process are intense, specialized in the field of writing. By following training or practice intensively, then one can skillfully write.

Writing is a thinking process.<sup>14</sup> Writing can be planned and given with an unlimited number of revisions before its release. Writing can also be interpreted as the delivery of ideas and thoughts through written media. Writing as a process of thinking is a good way to express what is in our mind into good writing. Because by writing we can train our brain in pouring out writing

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<sup>12</sup> David Nunan, *Practical English Teaching*. (America: McGraw Hill Companies, 2003), p. 88

<sup>13</sup> Zamel, *Writing : The Process of Discovering Meaning*. (Umexpert : University of Malaya, 2007), p. 207

<sup>14</sup> Brown,H.D, *Teaching to Principles an Interactive Approach to Language Pedagogy*,(New york: Longman, 2001), p. 336

work that might be useful for others. Writing is a way to find out and find out what is known by someone recorded in his mind. It means the definition and nature of writing are meant to be that to carry out writing activities or when someone wants to write, he uses his mind so that he can produce writing.

Referring to the expert opinion above, it can be concluded that writing is a complex activity of converting oral to written language according to grammatically correctness to convey the message or the writer's mean and it cannot be separated from its principal purposes for conveying or exploring the ideas, thoughts, and feelings. Writing is a skill that used language to communicate indirectly, not face-to-face with other people. Writing is an activity that is productive and expressive. The main function of writing is as a means of communication that is not direct. Education needs writing as a result of writing because writing can play a role to facilitate students in critical thinking, feeling, and enjoying the relations of language, deepening power capture, solve problems faced and clarify thoughts. A good writer was master the principles of writing and logical thinking to order to achieve the purpose of the writing.

## **2. Writing Ability**

Writing ability is the skill of a writer to communicate information to reader or group of a reader. It means the writer tries to please the reader, want to help readers appreciate, appreciate his feelings and reasoning, avoid it grief of readers, understand, want to create readers life easier and more enjoyable with his work. The writer must believe that the reader is his life partner. So that the author can communicate an idea or ideas for the benefit of readers.

The process of writing has four stages. They are can be explained as follow:

### **1. Planning**

In this stage, the students gather information by planning what is to be written. They also decide the purpose of the writing, the text type, the language used, and the information chosen. The

students also have to consider the organization of the ideas and content structure. In this stage, the students generate their ideas.

## 2. Drafting

The next is drafting. Drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. The students pour their ideas into sentences and then paragraphs. In this stage, they do have not to focus on accuracy yet. Content and meaning are the things that they have to focus on. They start to write a draft on a piece of paper then it will be revised.

## 3. Editing (Revising)

In this stage, the students review their works based on the feedback given. In the process of producing their works, the students must make mistakes such as the content is not dense enough, the order is not clear, the grammar is wrong and the use of the words is inappropriate. They may revise their works by improving the contents, editing the grammar, moving the sentences, and using another word.

## 4. Final Version

The last stage is the final version. This stage refers to the process of tidying up the texts for the grammar, spelling, punctuation, diction, sentence structure, and accuracy for preparing the final draft. After editing the draft and making changes that are needed, the students produce their final draft and are ready to publish their writing<sup>15</sup>.

Based on the explanation above, the researcher concludes that writing ability is the ability of the people to write their idea used good language which can understand with the readers about their write. Writing ability is a way to share their idea or thinking with other people and also to get information that no one else knows.

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 3<sup>rd</sup> ed. (Harlow: Longman, 2006), p. 13

### 3. Students' Writing Ability

Many people in Indonesia learn the international language that is the English language. Students study the English language at school from the elementary level up to the university as a foreign language. It has become a required subject that needs to be taught to all students. The teaching and learning process in the class can give the result for students one of them is skill or ability. There are many abilities that the students have such as speaking ability, listening ability, reading ability, and writing

Students writing ability is the skill of students to write. Where, every student can show their ideas, feeling and opinions, which can be measure by criteria of writing, such as grammar, vocabulary, mechanics, style, and organization. Writing is a very important subject because we have to share an idea from our brains in writing. It is not easy to choose the words and combine them into a good paragraph. Besides that, we have to pay attention to the grammatical sentence. So it is normal if the students think that writing is a difficult subject because they have to pay attention to many things such as; ideas, concepts, vocabulary, and grammar.

There are three reasons that the students have difficulties in writing, they are:

- (1).The students are lack vocabulary mastery so they are not able to express their ideas in appropriate English words.
- (2).The students are lack grammar mastery so they are not able to write grammatical sentences.
- (3).The students are lack motivation in learning writing so they have a bad performance in writing<sup>16</sup>.

From the explanation above, students' writing ability can be successful if the ability of students is suitable with the criteria of writing. The students can improve their writing ability if they

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<sup>16</sup> Sari,Wira Aida (2013).*Teaching Descriptive Paragraph Through CubingTechnique To Tenth Grade Students Of SMA N 14 Palembang*. Unpublished Thesis. Institute of IAIN Raden Fatah



understand what they write about. Every student develops their skill when they are practically in the classroom, house, social environment, and others. The criteria of writing are a guide to measure the writing of students.

#### **4. Teaching Writing**

Teaching writing is a combination of several activities to teach students how to express ideas or the imagination in writing forms. In those activities, the usually teacher applies some relevant materials to the students. The teacher needs to provide the materials which are relevant to the students' interests and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts, or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make the teaching-learning writing process interesting for students to achieve the basic purpose of teaching writing above.

Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand<sup>17</sup>. According to that statement, to make someone know, understand, and can do something well, a professional teacher is needed. Those cannot reach maximal if the teacher is not professional. Professional means that they generally can make a hard material in the teaching-learning process become easy to understand by students. In short, in every teaching, the teacher must help students, guide them successfully in learning the materials in to make them understand and can do something well.

Furthermore, teaching writing is a unique way to reinforce learning<sup>18</sup>. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skills for instance. It is because, in teaching writing, students are hoped to be able to

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<sup>17</sup> Brown, H. Douglas, *Principle of Language Learning and Teaching*, (London: Longman, 1980), p. 7

<sup>18</sup> Raimes, A, *Techniques in Teaching Writing*. (New York: Oxford University Press, 1983), p. 27

express their ideas or thoughts on the papers. It is like speaking. The difference is if the product of writing is in written language while speaking is in oral language. It means that teaching writing is very important to build students' language skills. Therefore, the teacher should know the problems which are faced by the students during the teaching-learning process to know the appropriate ways to overcome the writing problems in writing class.

To be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities, and age until they can make a composition with few even or no error<sup>19</sup>. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, the teacher needs to provide the materials which are relevant to the students' interests and needs.

In process of teaching-learning writing, the students might have enough time to express their idea, thoughts, or feelings in written form. But, there are some elements of writing skill that should be considered in teaching-learning writing, namely form/organization, vocabulary, content, language use, and mechanic. Those elements cannot be separated from each other. So, to make the students to be able to write well, it is the teacher's duty. Teachers must teach all those five elements. In other words, teaching writing guides the students not only to write sentences in the text but also to recognize ideas, thoughts, or feelings in written form.

From the statement above there are three steps of writing that can be explained, as follow:

#### 1. Pre-writing

In pre-writing, the writer selects the general subject, restricts the subject, generates the ideas, and organizes the ideas.

#### 2. Writing

In this step, the writer sets the ideas in his mind into words, sentences, paragraphs, etc. on the papers.

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<sup>19</sup> Raimes A, *ibid.* (1983: 149-150)

### 3. Re-writing

The writer evaluates his/her writing: they are in a part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission<sup>20</sup>.

In conclusion, the researcher used pre-writing should be a facilitator for helping and guiding the students when composing their writing. Not only that, but to provide the materials which are relevant to the student's interest, needs, and appropriate to the situation and condition. As we know that interesting activities can motivate students and make them enjoy the teaching-learning process.

## B. Aspect of Skill

### 1. Aspect of Writing

Writing is a productive and expressive activity, so the writer must pay attention to the aspects used in writing. There are five aspects of writing which must be considered, the aspects can be explained as follows<sup>21</sup>:

#### a. Grammar

Grammar is the employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

#### b. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is communication between the reader and the writer.

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<sup>20</sup> Edelstein, M and Pival, M, *The Commitment*, (New York : Harcourt Broce Jovanovich Publisher, 1988), p.11

<sup>21</sup> Harris ,P. *Testing English as a Second Language*.(New York: Tata Mc Grow-Hill Publisher Co. Ltd,1979), p.68

### c. Vocabulary

Vocabulary is an important aspect of teaching a language. Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

### d. Mechanic

Mechanic refers to the use of conventional graphics of the language, the step of arranging letters, words, paragraphs, by using knowledge of the structure and some others related to one another. We have to pay attention to the use of punctuation and applying of the word of sentences.

### e. Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of a lexical item to be used in writing must be following the readers.

Besides there, and some aspects of writing according to Jacob et al, any five they are can be explained as follow:

#### a. Content

Content refers to the substance of writing, the experience of the main idea (unity), groups of related statements that a writer presents as a unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

#### b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts, it may still be searching for order, trying to make out patterns in its material, and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

It refers to the use of graphic conventional of the language, the steps of arranging letters, words sentences, paragraphs by using knowledge of the structure and some others related to one another.<sup>22</sup> By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention to in writing. I prefer Jacob et al's opinion that aspects of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose perfect writing and understandable by the reader.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention to in writing. I prefer Jacob et al's opinion that aspects of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose perfect writing and understandable by the reader.

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<sup>22</sup>Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B, *Testing ESL composition; a practical approach.*( Rowley, MA:Newbury House, 1981) p.90

## 2. Components of Writing

In this writing activity, a writer must pay attention to the component of writing there are six components of writing, they are can be explained as follow<sup>23</sup>:

### a. Organizing idea

Ideas are the most important factor in writing because nobody can write meaningfully if he/she has not anything in mind yet.

### b. Grammar

The grammar of the language is a description of the way that the language behaves. Without knowing grammar the writer cannot make his/her language communicative to a great variety of readers from a different situation.

### c. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

### d. Mechanics

#### 1. Punctuation

Punctuation plays an important role in helping the reader to establish intonation. In another word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

#### 2. Capitalization

Example:

a) Capitalize the first word of the sentence.

He plays badminton

b) Capitalize the pronoun "I"

If you go I will go too

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<sup>23</sup> Byrne, *Teaching Writing Skill*. (London and New york : Longman, 1988), P. 105



c) Capitalize the titles of composition.

In the title, the first and the more important words are capitalized except for short prepositions and short coordinating conjunction. Name of specific organization (business, clubs, and schools)

d) Capitalize all proper nouns.

1. Name of detail: God, Allah, etc.
2. Name of people and their title: Dr. Jack, etc.
3. Name of specific places: Borobudur Temple, etc.
4. Name of day, month, and special day: Monday, July, Idul Adha, etc.
5. Name of specific group of people (nationality, races, ethnic groups), language, and religion: Moslem, Indonesian, etc.
6. Name of geographic areas: the South East, the North, etc.
- g. Name of specific structures such as buildings and bridges: White House, the Great Wall, Golden Gate Bridge, etc.

e. Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

f. Content

Content is how the writer develops the idea related with to the topic. Writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgment element<sup>24</sup>. The following analysis attempt to group the many and varied skills necessary for writing a good process into four main ideas:

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<sup>24</sup> J.B. Heaton, *Writing English Language Test*, (London and New York: Longman, 1997), P. 138

a. Grammatical Skill

Grammatical skill is the ability to write correct sentences.

b. Stylistic skill

Stylistic skill is the ability to manipulate sentences and use language effectively.

c. Mechanical skill

It is the ability to correct those conventions peculiar to the written language e.g. punctuation spelling.

d. Judgment skill

It is the ability to write appropriately for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

From the explanation above, it can be concluded that in teaching writing must be mastered in many aspects, there was organizing ideas, grammar, vocabulary, mechanics, spelling, and content. Some aspects must be ordered by students to make good writing.

### 3. Types of Classroom Writing performance

Brown states five major categories of classroom writing performance such as imitative writing, intensive writing, self-writing, display writing, and real writing<sup>25</sup>. They are explained as follows:

- a. Imitative or writing down leads students to simply write down English letters, words, or sentences to learn the conventions of the orthographic code.
- b. Intensive or controlled which loosens the teacher's control but still offers a series of simulators.
- c. Self-writing leads students to write with only themselves as the audience.

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<sup>25</sup> Brown, H. Douglas, *Teaching By Principle An Interactive Approach To Languagepedagogy*.( San Fransisco :Sanfransisco State University, 2001), p.343

- d. Display writing which leads students to write in an element of display writing.
- e. Real writing aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

From the explanation above the researcher will use imitative or writing down as an activity to perform writing in the classroom, because here the researcher needs students to active for doing writing to improve their writing ability. Imitative or writing down leads students to simply write down English letters, words, or sentences to learn the conventions of the orthographic code.

## C. Concept of Text

### 1. Definition of Text

The text has a structure, they are orderly grammatical of words, clauses, and sentences. With the following grammatical rules, writers can encode a full semantic representation of their intended meanings.<sup>26</sup> Further, language is always produced, exchanged, or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>27</sup> Therefore the text is used as communication by the researcher by using an orderly grammar structure of words, clauses, and sentences. The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects of a certain unified and coherent text.<sup>28</sup>

Based on the statement above, it can be inferred that a good text is a text that relates to the theme, use correct grammatical and generic structure appropriate to the text.

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<sup>26</sup> Ken Hayland, *Teaching and Researching Writing* (2<sup>nd</sup>ed) (edinburgh Gate: Pearson, 2009), p.8

<sup>27</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New south Wales Press Ltd, 2005), p.29

<sup>28</sup> SanggamSiahaan and Kisno Shinoda , *Generic Text Structure* (Yogyakarta: Grahallmu,2008),p.3

## 2. Kinds of text

In the English syllabus for senior high school, many kinds of text that are taught in senior high school. They are narrative, recount, procedure, and descriptive text.

### a. Narrative

The narrative text is a piece of text which tells a story to entertain and inform the reader or listener.<sup>29</sup> The generic structure of the narrative text is orientation, complication, evaluation, and resolution. While the language feature as follows focuses on a specific participant, uses past tense, uses time connective, and conjunction uses saying verb. The examples of narrative text are malin kundang, Cinderella.

### b. Recount

Recount text is a piece of the text that retells past events usually in the order in which they happened.<sup>30</sup> The generic structure is orientation, a record of events, and reorientation. While its language features are focused on the participant, use time connective and conjunction, use past tense, and adverb phrases.

### c. Procedure

Procedure text is instruction on how to make something through a sequence of steps. The purpose of the procedure text is to describe how something is accomplished through a series of actions or steps.<sup>31</sup> The language feature of often imperative, use names of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text is how to make fried rice, how to make a sandwich, how to make an omelet.

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<sup>29</sup> Ibid, p.8

<sup>30</sup> Ibid, p.16

<sup>31</sup> Ibid, p.51

#### d. Descriptive

The descriptive text describes a particular person, place, or thing.<sup>32</sup> Generic structures of the descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes part qualities and characteristics. The language feature of the descriptive text focuses on specific, participants, use of adjectives, and use of simple present tense. The example of descriptive text such as describes people an artists, teachers.

From the explanation above, it can be concluded that are many kinds of texts in teaching writing for a student, and each student must be able to understand the generic structure and language feature of the texts. In this case, researchers only focus on the ability of the students to write narrative texts.

### D. Definition of Text

#### 1. Definition of Narrative Text

The text is an autonomous object which can be analyzed and described independently of particular context, writer, or reader<sup>33</sup>. Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. The text has structure. It is an orderly arrangement of words, clauses, and sentences by following the principles which guide the correct the element.

There are two main categories of text namely literary and factual. Literary texts are text which is constructed to appeal the emotion and imagination. For example stories, movies, scripts, folktales, novels, and lyrics of the song. There are three main text types in this category: narrative, poetic and dramatic. The factual text presents information or ideas and aims to show, tell or

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<sup>32</sup> Peter Knapp and Megan Watkins, *Gendre, Text, Grammar: Teachnologies for teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.98-99

<sup>33</sup> Ken Hyland, *Disciplinary Discourses: Social Interactions in Academic Writing*, (University of Michigan Press, 2004), P. 6.

persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation, and discussion. So, the text is not only a combination of words or sentences. It has a rule. It also has a characteristic according to its purpose.

A narrative is a text that tells a story to entertain the audience. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in the story it is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person.<sup>34</sup>

Narratives have a beginning, middle, and end. Actually, narrative can be found at any time in our activities. When we eat, talk by phone, study at school, go to the cinema or when we read a storybook, for instance, we are looking at a narrative. It is because all of those generally have a beginning, middle, and ending. Narrative text sometimes describes events from the writer's life. The narrative text is an account of a sequence of events, usually in chronological order. A narrative is a text which retells the story or previous the experiences<sup>35</sup>. It begins with the opening, next is followed by the events, and the last is ended by resolution where the problems in the story are solved.

Furthermore, a narrative paragraph is a group of sentences that tells what happens, how the action happens, and in what order the events occur<sup>36</sup>. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. Moreover, the expert such as Bushel states that narrative paragraph describes an event, feeling or experience in

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<sup>34</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 1997), p. 3.

<sup>35</sup> Pumamawati, Nuning, *Understanding Text Type*, (Semarang, 2011), P. 5.

<sup>36</sup> Hudak, C Heater, *Narrative Paragraf*, (New York: Weigel Publisher Inc, 2008), P. 4.



story form or the order the details of the event happened<sup>37</sup>.

Writing a narrative is just putting what happened to you on paper. There are several ways to organize sentences in paragraphs. The arrangement of sentences and details depends on the writer's purpose. There are principally two types of writing that require chronological development narration and process description. A narrative text is a story that is conveyed to the recipient and his telling requires a medium, it is converted into a sign<sup>38</sup>. Refers to Bal, narrative text is a text that does not consist solely of narration, in the specific sense<sup>39</sup>. It means that narrative text consists of a story whether in written or spoken form and has a chain of events. The events have interconnection with each other. In addition, Schmidt and Richard states those narrative texts are<sup>40</sup>:

1. The written or oral account of a real or fictional story.
2. The genre structure underlying stories.

Based on the explanation above, it can be concluded that narratives have a beginning, events, and an ending. The narrative is about how we can compose the story, starting with who the actor is, what happens or occurs, where the event happens, how the event happens, and how the story is ended by the narrator. The narrative text also is about the oral or written accounts. It can be a real or fictional story. Fictional means that the story is built from the person's imaginations or it can be said as a fantasy story.

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<sup>37</sup> Bushel Sharon, *Writing a Narrative Paragraph*, (Available from: <http://www.berniejones.com/lessonplans/3-6writingNarrativeParagraph.htm>, 2011), P. 1.

<sup>38</sup> Crystal David, *A Dictionary of Linguistic and Phonetic*, (New York: Blackwell Publishing, 2008), P. 481.

<sup>39</sup> Al, Mieke, *Narratology (Introduction to the Theory of Narrative)*, (Canada: University of Toronto press incorporated, 2009), P. 9.

<sup>40</sup> Schmidt Richard, Richard C Jack, *Language Teaching and Applied of Linguistic*, (London: Longman, 2002), P. 349.

## 2. Types of Narrative Text

There are many types of narrative text. Buscemi divided narrative into two categories: fiction and nonfiction<sup>41</sup>. Narrative fiction is written based on the author's imagination. It has a purpose to inform people about developments that attract or influence them.

The example of narrative fiction is magazine article, newspaper, fairy stories, mysteries, horror stories, myth and legend, adventure stories, fable. The other type of narrative is nonfiction. Narrative nonfiction is written based on personal experience. All the content tells about real accidents which are occurred in the author's life. This kind of this text is known as narrative text.

## 3. The General structure of Narrative Text

The structure of narrative text begins with orientation. Orientation means an introduction in which the characters, setting, and time of the story are established. The next stage is a complication. In this stage, conflicts arise and the main character attempts to solve the problem. The third stage is resolution, where the complication of the story is sorted out or the problem is solved. The resolution is containing the solution to the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is the coda. It is a stage where the writers found a moral or message to be learned from the story<sup>42</sup>.

Furthermore, Gerot and Wignell state that narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.
2. Complication: a crisis arises.
3. Resolution: the crisis is resolved, for better or for worse.

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<sup>41</sup> Buscemi, S, V, *A Reader for Developing Writers (5<sup>th</sup>ed)*, (New York: McGraw-Hill Companies, Inc, 2002), P. 55.

<sup>42</sup> Anderson , M, *Text Type in English 3*, (South Yarra, VIC : MacMillan Education Australia, 2003), P. 8.

#### 4. Re-orientation: optional<sup>43</sup>.

Based on the explanation above, it can be concluded that narrative text has a series of stages. Generally, the generic structure of narrative consists of three stages. The first is orientation. The second is a complication and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole.

#### 4. Teaching Narrative Text

Teaching writing narrative text is an important part of language learning. According to the curriculum, writing narrative text is intended to be taught at schools. It is because one of its purposes is to give students discourse competency for creating narrative text. The ability to write narrative text can be useful for the students in retelling the story or previous experiences that they passed in written form. The ability to communicate written in a second language clearly and efficiently contributes to the success of the learner in school. Therefore, language teachers must pay great attention to teaching writing, especially in narrative text. Teaching is the process to make students learn.

Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand<sup>44</sup>. As we know that one of the purposes of teaching is to make the students learn. Equally, to make students learn, writing the narrative text for instance, needs many supporting elements to motivate and interest the students, one of those is media. Rather than leading students to pure memorization or using media that is uninteresting, providing a rich environment by using comics as an alternative way for teaching writing is desired. So, students are hoped to be more interested in the lesson and more active in the learning process.

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<sup>43</sup> Gerrot, L. and Wignell, P, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), P. 204.

<sup>44</sup> Brown, H, Douglas, *Principle of Language Learning and Teaching*, (London: Longman, 1980), P. 7.

## 5.Example of Narrative Text

### CINDERELLA

#### Orientation

Once upon a time, there was a beautiful young girl named Cinderella. He lived with his stepmother and two sisters. They were arrogant and bad-tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan, and preparing food for the family. Her stepsisters, on the other hand, did not work on the house. Their mother gave them many pretty dresses to wear.

#### Complication

One day, a king invited all girls in his kingdom to attend a ball in his palace. They were excited about this and spent so much time choosing the dresses they would wear. Cinderella could not stop crying after they left. The fairy turned a pumpkin into a coach and mice into a smooth two coachman and footman then tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass shoes. But Cinderella has to leave the ball before midnight. Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass shoes was left behind.

#### Resolution

A few days later, the prince declared that he would marry the girl whose feet fitted the glass shoe. Cinderella's stepsisters tried on it but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page lets Cinderella try the shoe. She stretched his legs and slipped the shoe on the page. It fitted perfectly. Finally, she was ushered into a magnificent palace and height. The prince was glad to see her again. They married and lived happily ever after.

## E. Definition of Technique/Strategy

### 1. Definition of Story Writing Map

Story writing map is a metacognitive strategy since it allows the learners to distinguish different parts of a story, and focus on how these parts are combined to make a story.<sup>45</sup> This task challenges students' critical thinking and makes them involved actively in their learning process. Therefore, it can change students' cognitive structure, and can be considered as a metacognitive strategy.

A story writing map is kind of an outline for writing narrative text.<sup>46</sup> It means a story writing map is useful to be used by students as an outline of students' writing. It uses in the early stages of planning a narrative text. In the writing of the narrative text, a story writing map can create not only writers' creativity, but also help the writers develop their thoughts appropriate to the theme provided in writing of an imaginative story or telling their experience to the readers.

A story writing map is a set of expectations about the structure of stories that make both comprehensions and recall more efficient.<sup>47</sup> Everyone has his or her specific schemas. However, members of a discourse community have to share similarities or have things in common. Otherwise, people would not comprehend each other. It is true also for one's story schemata. Every person has his or her sense of story structures in his or her mind. This mind structure can help one in comprehending stories.

Based on Hare and Bingham story writing map is a strategy used after a story has been read. It includes identifying the main elements and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story

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<sup>45</sup> Foley, M, *The (Un) Making of A Reader .Language Arts*. (New York : McGraw Hill, 2000) p. 506-511.

<sup>46</sup> Teressa Walter, *Teaching English Language Learners*, (New York: Pearson Education, 2004), pp. 85-87.

<sup>47</sup> Mandler, J.M. & Johnson, N.S, *Remembrance of things parsed: Story structure and recall. Cognitive Psychology*. (University of California : San Diego, 1977) p. 111-151

structure and sequence of events.<sup>48</sup> Story mapping can also be referred to as word mapping or idea mapping. They are strategies designed to show how the concept of a story are related to one another. The result is shown through graphic representation.

From the explanation above, the researcher will use this strategy as a pre-written activity used to construct students' thoughts in activities writing literature. This strategy can be applied in learning to write narratives and expository texts. This can help students find the necessary parts of a story before writing or completing additional related activities with stories. A story writing map is an instructional strategy that provides brief information of critical elements in the narrative text through visuals. Besides, in a creative writing exercise, story writing map can be used as an initial process of organizing their ideas before proceeding with the story writing.

## 2. Purposes of Story Writing Map

Story writing map has some purposes as follow:

- a. Allows readers to create mental images from words in the text
- b. Enhances meaning with mental imagery
- c. Links experience to the words and ideas in the text
- d. Enables readers to place themselves in the story
- e. Strengthens readers related to the text
- f. Stimulates the imaginative thinking
- g. Heightens engagement with text
- h. Brings joy to reading<sup>49</sup>

From the purposes mentioned, above it can be concluded that the use of a story writing map is expected

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<sup>48</sup> Hare, V & Bingham, A, *Teaching Students Main Idea Comprehension*, (New York: Indian Press, 1984), p. 54.

<sup>49</sup> Pamela J. Farris, et. al., *op.cit.*, p. 512.

to facilitate and help the students get a good understanding of a story or text.

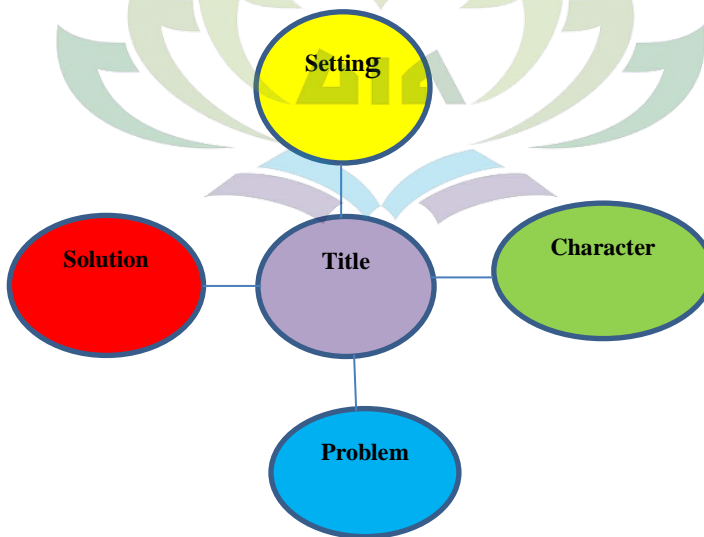
### 3. Types of Story Writing Map

Pamela divided story map into two types that are bubble maps and graphic story maps. The color of each element is different, in the story writing map are used to make it more interest and the teaching-learning process become more memorable and easy to understand.

#### a. Bubble Map

Bubble Map is one of the maps that generally use descriptive words and an explanation of each concept, which serves to be able to help students make it easier to understand the learning material discussed. The different colors which fulfill each element in the story map are used to make it more insightful and the teaching-learning process becomes more memorable.<sup>50</sup>

Example of bubble map:




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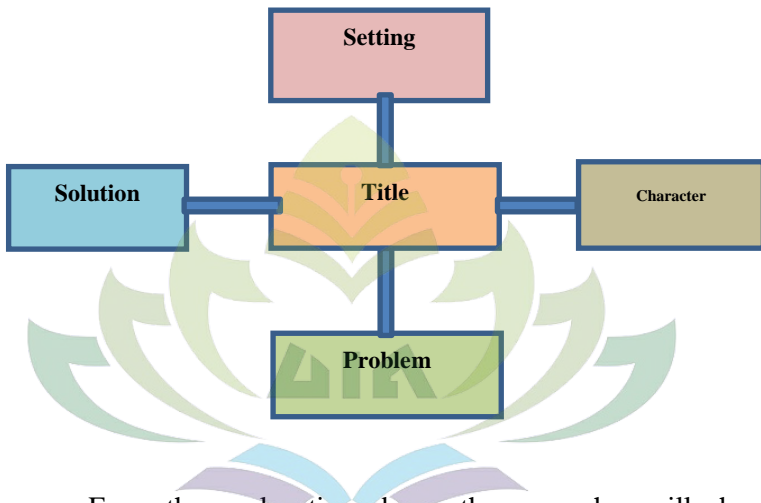
<sup>50</sup> Pamela J. Farris, et al, *Op Cit*, p. 3.



### b. Graphic Story Map

Graphic Story Map serves to help students learn the elements of a story. There are many types of story map graphic organizers. The most basic focus is at the beginning, middle, and end of the story. More adept organizers focus more on the plot or characters.

Example of Graphic story map:



From the explanation above, the researcher will choose bubble map as a story writing map strategy, because it is suitable for teaching writing in MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran). In order, the bubble map graphic will make an easy to understand for the students with the explanation to make story writing map in narrative text, and then this is the simple to do in making a story, even though both of the graphics are equally good.

#### 4. Procedure of Story Writing Map

In using the story writing map strategy the writer must understand the procedures being carried out, step by step story writing map strategy stated by Wiesendanger they are as follows:

- a. Students work in three stages: beginning, middle, and the end in a different session,
- b. The first-beginning part of the story. Students are asked describe the setting/background story, make an illustration, and then write some sentences that explain the most elements in a clear manner important from the setting/setting of the story,
- c. The second part of the story. Students do the same process in writing the beginning of the story to guide him in write the middle part of the story. Students are asked to describe the story's background, choose words and develop sentences that explain the setting of the story. As the writing of the story begins, students do the process same to explain the character and main problem of the story,
- d. Third part-end of story. Use the same process as before using scheme that will form the end of the story. The end of the story must contain a solution and conclusion, after students complete the process, they can explain to other friends.<sup>51</sup>

From the references above, the researcher concluded that teaching writing using a story writing map includes the following steps:

- a. Explain the stages in writing. In this step, the researcher's role was to explain the three stages of writing, which are beginning, middle, and end. Tell them that they are going to focus on three stages.

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<sup>51</sup> Wiesendanger, *Strategies for Literacy Education*.(Colombus: Merrill Prentice Hall, 2001) p. 130

- b. Introduce the story writing map. In this step, the researcher introduced the story writing map and its element and made the students understand the elements of the story like characters, setting, plots, events, conflicts, and reorientation.
- c. Demonstrate how to use a story writing map. Once the students understood the story writing map elements, the researcher demonstrated how to use them by completing the bubble of the elements with the related topic given in the slide.
- d. Complete the map. The researcher asked the students to make the story writing map for their creations. The students wrote a sequenced summary of the main ideas, key events, and characters that make up the plot of the story. The researcher made sure that they did not forget to write the title, theme, or topic about the stories they made. In addition, the researcher told them that they were free to draw additional bubbles and to write the additional pieces of information outside the existing bubble as long as they were related to the stories.
- e. Write the story. After the students had fulfilled and been ready with the story writing map they already made. The researcher will ask them to begin writing their own stories with a story writing map as a guide to make sure that their stories will be organized correctly.
- f. Review the story. Once they finished writing their stories, the researcher corrected their stories to make sure that the result of the students' work had been appropriate with the elements of the story and the generic structures.
- g. Publish the story. After the students knew the lack of their stories, ask them to edit and revise the inappropriate one, and finally ask them to collect the sult of their works using story writing map.

## 5. Advantages and Disadvantages of Story Writing Map

Every strategy always has advantages and disadvantages, as well as this story map strategy which has several advantages and disadvantages. And here are some advantages of story writing map for students:

- a. Mapping enables students to store information in their schema more efficiently.
- b. Facilitates the recall of story elements more completely and accurately.
- c. Students can more easily see how the story pieces mesh.
- d. The student's knowledge continually applies when they predict what might happen next in one story after another.
- e. To enhance students' interpretative abilities by enabling them to visualize story characters, events, and setting.
- f. To increase students' comprehension of selection by organizing and sequencing main story events.
- g. To develop students' sense of story which will assist storytelling, retelling, and writing.
- h. To increase students' awareness that story characters and events are interrelated.<sup>52</sup>

From the advantages above, it can be concluded that this strategy will be suitable for use in the teaching and learning process. Story writing map strategy will increase their students' writing to get good writing. And this strategy can make students write very well.

Besides the advantages of story map it also has disadvantages, as follows:

- a. It can be used only in certain kinds of text that is narrative text.
- b. The maps can be applied to stories, particularly the shorter text.
- c. Teaching narrative text needs a longer time rather than without

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<sup>52</sup> Pamela J. Farris, et. al., *Teaching Reading: A Balanced Approach for Today's Classrooms*, (New York: McGraw-Hill, 2004), p. 348.

using story writing map. Indeed, the selection is only used for narrative text because it discusses the literary of the story.<sup>53</sup>

From the disadvantages of the story writing map strategy above, it can be concluded that story writing map strategy has less effective, for avoid deviation from the subject the researcher focuses on the theme about how to identifying adjectives from the things, the researcher will focus on one theme and the researcher will try to make the class enjoy with the learning process such as always gives their instruction during the teaching process so the students not become uptight in learning.

## **F. Feedback Strategy**

### **1. Definition of Feedback Strategy**

Feedback is defined as any input from readers to writers that provides information for revision.<sup>54</sup> Thus teacher feedback can be considered an effective means to communicate to the students about their writing and respond to this information before counting their product as finished they will discover that good writing involves an interaction between their ideas, the expression of the ideas, and their reader's perception and reactions to the expression.

Feedback is the information that people give to others to make their performances better by giving corrections or assessments. Feedback can come from many sources such as teachers, peers, parents, etc. There are some aims of giving feedback, such as:<sup>55</sup>

- a. To encourage;
- b. To correct an error;
- c. To improve performance;

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<sup>53</sup> Pamela J. Farris, et. al., *ibid.*, p. 346.

<sup>54</sup> Keh C.L, *Feedback in the Writing Process: A Model and Methods for Implementation*, (New York: Cambridge University Press, 1990), P. 294

<sup>55</sup> Catherine Haines, *Assessing Students Written Work – Marking Essays and Reports*, (New York: taylor&Francais e-Library, 2004), P. 19

- d. To customize explanation for particular issues or students;
- e. To reward particular behavior;
- f. To penalize certain behavior;

To demonstrate to students that tutors notice what they are doing and care enough to comment.

Feedback is the part of a writing program that either underused or misunderstood.<sup>56</sup> Feedback need not be limited to the overt correction of errors and the provision of comments and or grades by the teacher. Feedback can (and should) be a learning experience, which provides the link between consecutive writing lessons. During feedback, learners are invited to identify the merits and shortcomings of their writing performance, understand the reasons for these shortcomings, and the discussion of possible improvements. When learners have become familiar with feedback procedures, feedback activities can also be set as homework.

Lumetta states that feedback is the process by which the teacher provides learners with information about their performance to improve their performance.<sup>57</sup>

According to Heidi feedback generally refers to the listeners' or readers' response given to the learner's speech or writing.<sup>58</sup> One type of feedback is a correction.

From the explanation, the above definitions have offered a fairly full account of what feedback is. In short, it is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than

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<sup>56</sup> Nigel Harwood, *International Journal of Applied Linguistics*, Vol.12 December 2002 (*Taking a Lexical Approach to Teaching: Principle and Problems*), (Washington, 2002), P. 139

<sup>57</sup> Gregg Lumetta, *Journal of Solution Chemistry*, Vol. 10, (Washington, DC: American Chemical Society), P.3

<sup>58</sup> Dulay Heidi, *Language Two*, (New York: Oxford University Press, 1982), P.62

the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

## **2. Types of Feedback Strategy**

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognized by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning strategy. In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher-written comments often supplemented with peer feedback. The most common sources of feedback come from teachers and friends/peers. The feedback that comes from the teacher is known as teacher's feedback and feedback which is given by friends/peers is known as peer feedback or peer review. Here is a further explanation about the types of feedback:

### **a. Teacher's Feedback**

Teacher's feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback. The most prominently used methods of feedback fall into two common categories: feedback on form and feedback on content.

The most common methods of feedback on the form are outright teacher correction of surface errors, teacher markings that indicate the place and type of error but without correction, and underlining to indicate only the presence of errors. The first requires students to copy the corrections and the latter two require students to correct the errors on their own. Feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for



improvements on future rewrites. Students are usually expected to incorporate information from the comments into other versions of their papers. Here are some types of teacher's feedback on form and content:

#### 1). Marginal Feedback versus End Feedback

Marginal feedback is a kind of feedback that is written in the margin or between sentence lines of the students' paper. It refers to the teacher's immediate intervention in discrete parts of the students' draft. By contrast, summary feedback at the end of the paper is normally an overview of more consideration in an essay. According to Ferris and Hedgcock, there is no conclusive evidence that either marginal or end comments are preferable or more effective.<sup>59</sup> However, in case teachers can only give one form of commentary given the overwhelming number of papers and severe time constraints, a comprehensive and clear end note is strongly recommended. When time permits, the writing teacher should try to make a combination of both to give the students more chances to revise their writing.

#### 2). Negative Feedback versus Positive Feedback

Much research has been done into the effect of positive and negative comments on the students' revision. In these studies, the researchers found out that the students remember and appreciate encouraging remarks made by their teachers. The students would have better attitudes towards writing if they receive positive feedback. However, some researchers described critical comments as being positive since they all helped them improve their papers. It is clear that, although the students appear to enjoy and appreciate praises, they expect to receive constructive criticisms and are not necessarily offended by this.

The question is a good teacher must know how to keep a balance between these two kinds of feedback. Too many praises, especially at the early stage of the responding process, may

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<sup>59</sup> Ferris, D.r & Hedgcock, J.S, *Teaching ESL Composition: Purpose, Process, and Practice*, (Upper Saddle River, NJ: Lawrence Erlbaum Associates, 1998), P.49

discourage the students from revising (e.g., “My teacher liked this part, so I shouldn’t change it) or may lead the students to resent receiving low marks (e.g.,” My teacher said that there are a lot of good things about my essay, so why I get such a low grade?). Being excessively negative to the students’ writing is also a disincentive to the student writers. Therefore, the wisest course of action is the teachers should strive for a balance, providing some praise for the student’s efforts, but not forgetting their crucial instructional role of helping the students to revise, to improve on what they have done badly.

### 3. Feedback in Writing

Feedback and writing cannot be separated. Writing needs feedback to make it becomes good writing. Feedback is given to the students writing to make them aware of their writing whether there are errors in it. Feedback is most useful when it is included as the process of writing not as the final evaluation of the writing. It has been found that students who receive feedback and self-correct their mistakes during revision are more likely to develop their linguistic competence than those who receive no feedback and those who are not asked to do re-write. Therefore, revision in the form of re-writes is a must if we want any improvement.<sup>60</sup>

### 4. The Procedure of Feedback Strategy

The steps of feedback strategy are:

- 1) Write the topic at the top of your paper
- 2) Write as much as you can about the topic until you run out of Ideas. Include such supporting items as facts, details, and Examples that come into your mind about the subject.
- 3) After you have run out of ideas, reread your paper and circle. The main idea that you would like to develop
- 4) Take that main idea and freewriting again.<sup>61</sup>

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<sup>60</sup> Zeliha Gulcat and Oya Ozagac September, *Correcting and Giving Feedback to Writing*, 2004

<sup>61</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* ( 3rd ed). (Newyork:PearsonEducation, 2007), p.175

From the steps above, the point of this strategy is to write a topic, write everything you want, find the main idea.

### G. Relevant Study

This section is devoted to the previous study especially those dealing with the teaching of writing narrative text using story writing map at three different schools of senior high school level. The kind of this study was also conducted by some researchers.

The first relevant studies conduct by Goksel Cure, E. Sema Batu & Emrah Gulboy in the journal “Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of SingleCase Experimental Design Studies”. The purpose of this study was to determine whether the story-mapping strategy used for developing narrative text comprehension skills in students with disabilities is an evidence-based strategy. The results of the study revealed that the story-mapping strategy was evidence-based and very effective strategy (the weighted aggregated Tau  $U = 0.88$ ; 95% confidence interval [CI] = [77.2%, 99.5%]) in developing narrative text comprehension skills in certain students with disabilities. It was also found that the story mapping strategy is an effective strategy for certain disability categories within certain conditions.<sup>62</sup>

Second, relevant study conduct by Doris L. Prater & C. Ann Terry in the journal, “Effects of Mapping Strategies on Reading Comprehension and Writing Performance”. In this research three studies were conducted to examine the extent to which mapping strategies used in conjunction with basal reader stories enhanced the comprehension and writing performance of fifth-grade students, we were interested to see if these particular mapping strategies influenced the writing that was produced in conjunction with the reading selections. As a result of this research the literary mapping group

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<sup>62</sup> Goksel Cure , E. Sema Batu & Emrah Gulboy “Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of SingleCase Experimental Design Studies”, *Online Journal, Reading & Writing Quarterly Overcoming Learning Difficulties*, Anadolu University, Eskişehir, Turkey (2020), <https://doi.org/10.1080/10573569.2020.1858211>

scored somewhat higher than the control group. However, this difference was not significant. This mapping strategy employed only post-reading mapping of concepts and did not prove to be any more effective than the procedures used in the basal reading guide. The average score for the treatment group represented approximately 80% of the items; 75% for the control group. The effect of mapping performance on writing is less clear. Our studies did not detect any difference in favor of the treatment group even when detailed scoring guides were used to compare journals and summaries. Intuitively, it would appear that the maps constructed would provide concrete scaffolding mechanisms for facilitating writing. In the opinion of researchers, such differences might emerge if the effect of more long-term interventions were examined. Writing may have facilitated comprehension. The summary writing produced by the mapping group was not found to differ from that of the basal reader group.<sup>63</sup>

The last, relevant study conducted by Lubis in the journal “The Effect of Story Mapping Strategy on Students’ Achievement in Writing Narrative Text”, the purpose of his research could be concluded this study aims to determine whether there is a significant effect of the story writing map strategy on students’ achievement in writing narrative text in the tenth grade of MAN penyabungan. This research uses an experimental research design; one group pre-test post-test design. The study population consisted of 264 tenth-grade students. The sampling technique used in this study was simple systematic sampling and the sample size consisted of 38 students. In data collection, the researcher uses observation sheets to collect data from the application of story writing map strategies and tests to capture data about students’ achievement in narrative text. Researchers use statistical processes in data analysis, namely the t-test formula. Based on the data that has been analyzed, the results of data analysis show that the t count is greater than the t table ( $t \text{ count } 13.37 > t \text{ table } 2.03$ ), and the hypothesis is accepted. This means that there is a significant effect of the story writing map strategy on students’

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<sup>63</sup> Doris L. Prater & C. Ann Terry “Effects of Mapping Strategies on Reading Comprehension and Writing Performance”, *An International Journal, Reading Psychology*, University of Sussex Library, (2006), P.101. <http://www.tandfonline.com/loi/urpy20> accessed on 25<sup>th</sup> May 2016

achievement in writing narrative text in the tenth grade of MAN penyabungan<sup>64</sup>.

The previous relevant studies above are used as a reference for the researcher to research in the same field. Those previous studies gave information on how to apply story writing maps in the classroom, so it can be practiced by the writer. There are some differences found in the relevant studies such as the object of the research, the method used, and the sample. The pre-test was given before the treatment of story writing map is being applied while the post-test was given after the treatment was given. The result of the post-test showed that teaching writing by using story writing map strategy was effective as the score of post-test was higher than pre-test.

## H. Frame of Thinking

Writing is one of the most important skills in learning a foreign language especially English, writing we can communicate anything in your ideas. Writing is one of the difficult skills to be learned. Students usually faced some problems in writing, such as a lack of grammar, lack of vocabulary, or problems in generating and organizing ideas. In teaching writing, the teacher has an important role in choosing the best strategy for the students based on the condition of the students.

In this case, the researcher used a story writing map strategy in teaching writing. The story writing map strategy is a strategy that the researcher used to encourage students' ability in the learning process of writing. The researcher assumes that the story writing map strategy gives the chance for students to improve their writing ability very well. This strategy is good for teaching writing and also for the students to improve writing skills in the learning process.

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<sup>64</sup> Wildan Iskandar Lubis, Gabby Maureen Pricilia and Roniko IlhamAmid "The Effect of Story Mapping Strategy on Students' Achievement in Writing Narrative Text (An Experimental Study at the X Grade Students of MAN Penyabungan 2018/2019 Academic Year). Jurnal Liner(language intelligence and educational research,, Institut Pendidikan Tapanuli Selatan : Vol. 3. No. 2, 2020) P. 102. <https://journal.ipts.ac.id/index.php/LINER/article/view/1153>

Even the story writing map strategy can increase students writing ability. It can also practice apprehending the aspect of speaking, which is grammar, organization, vocabulary, mechanics, style. From all those aspects of writing, the researcher believes that vocabulary is the aspect that can increase the most because students wrote very well when they were doing story writing map strategy.

## **I. Hypothesis**

Based on the review of thinking above, the researcher formulates the hypothesis as follows:

H<sub>a</sub>: There is influence of using story writing map strategy toward students' writing ability in narrative text at the second semester of the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the academic year of 2020/2021.

H<sub>o</sub>: There is no influence of using story writing map strategy toward students' writing ability in narrative text at the second semester of the tenth grade of MA Al-Muslim Nurul Hidayah Pematang Awi (Pesawaran) in the academic year of 2020/2021.

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